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## Comparison of the education inspection systems in Turkish Republic of Northern Cyprus, Turkey and U.K. (England)

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### Abstract

In this study, Education Inspection Systems of Turkish Republic of Northern Cyprus, Turkey and U.K. (England) analysed comparatively. For these three countries, general structure of the education inspection and school inspection, analysed separately and then, education inspection systems, inspection authorities, main purposes of the inspection and school inspection applications for these countries compared, similarities and differences tried to introduce and some results have reached.

*Keywords; Education inspection; Education Inspection System of TRNC; Education Inspection System of Turkey; Education Inspection System of England; Comparison of Education Inspection Systems.*

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### 1. Introduction

Effective inspection is an important process for the efficiency and development of the Education Systems. An education system exceeds its structural limitations and has effective inspection subsystem, besides reaching its purposes, has the chance to improve and to renew itself (Taymaz, 2005; Başar, 2000).

From 1990's, a lot of countries have tended to educational reform programs. Result of this; realisation of ineffectiveness of old inspection systems. Reforms were inspired by the belief of effective inspection systems is an important tool for observing and improving the education quality (De Grauwe, 2007). While some countries are making systematic and full inspections, some are using different variations between full school and teacher inspections to inspect one special subject. The main differences between the countries are related to post-inspection processes and the legal actions taken for the schools which identified as unharmonized to legal necessities or unsuccessful (Ehren and Visscher, 2008). In this regard, having academic researches on contribution of school inspection to school improvement have great importance. It's been thought that, analyse the education inspection systems of England, which has an established inspection system and Turkey, which has an improving inspection system during recent years, since they both have influences on education system of TRNC, might have contribution on education inspection system of TRNC.

### 2. General structure of education inspection system in Turkish Republic of Northern Cyprus

In Turkish Republic of Northern Cyprus, The National Education Inspection, Evaluation and Guidance Committee is the unit which makes and reports the inspections and evaluations of all formal and mass education and training organizations acting under the Ministry, even if they are owned by real person or corporate legal entities, on

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behalf of the Ministry. This committee, for the issues related to its duties, works under the Ministry, but for all other issues, works for the Public Service Commission (TRNC ME, 2005).

All the duties of The National Education Inspection, Evaluation and Guidance Committee are done by the inspection and evaluation committees which formed and by the Education Headinspector and Education Inspectors who works under this committees. Inspectionss of branch teachers of secondary education is done by branch inspectors while inspection of primary education class teachers is done by primary education inspectors (TRNC ME, Inspector's Handbook, 1997).

Among the targets of the education inspection is to determine if the education and training activities are in line with the legislation on the education and training institutions, in addition to this; to help and guide the managers, teachers and other personnel to achieve the modern, high quality education standards, on-the-job-training. (TRNC The National Education Inspection, Evaluation and Guidance Committee Act, 2006).

### **2.1. School inspection**

This is the group inspections done for all type and level of formal and mass education and training organizations. General inspections held by team, according to the capacity of the school, formed by at least two inspector. General inspections are done with the aim of confirming how the education-training facilities and the performance of the managerial mechanisms are in line with the related legislation and offer solutions for the related troubles and deficiencies. Some paperworks are controled in the school inspections.

During the general school inspections, school director, director head-assistant, director assistants, shop superintendents, department heads, are also inspected and Manager Inspection Report is prepared. There are criterias and points for these criterias for the school manager inspection. General Inspection Report is prepared after the general inspection of the schools. In this report, all conditions related to education-training and management traced together and beside the good works, problems and the reasons for them are also evaluated and solution offers are stated. Opinion about the general success level of teacher, manager and the school is clearly stated. At the end of each section of the report, by writing a paragraph with heading "CONCLUSION", the opinion related that section is specified (Handbook of Inspector, 1997; MEDDYKY, 2006).

## **3. General structure of education inspection system in Turkey**

According to the National Education Act No. 1739 Section 56 and 58, the constitutional control and inspection duty, is done by Ministry of National Education in the name of the government, and for absolute controls, Inspection Board is responsible (MEB, Regulation of Inspection Board, 1993).

Presidency of the Inspection Board, inspects the ministerial personnel, National Education Directorates of provinces and districts, official and private high schools and the other school at this level. Inspection of primary education is done by the primary education inspectors work for Province National Education Directorate (Taymaz, 2005).

Specify and evaluate the level of reaching the aims of the lessons, school and education, contribute to the efforts of adjustment and improvement, help to the reflections of the improvements to education specify, evaluate and contribute to the solutions of the problems of the education at all levels, are main aims of the inspection in the Turkish National Education System. (MEB, Inspection Board by-law, 1993; Inspection Board, 2005).

### **3.1. School Inspection**

While efficiency of managerial studies and education-training activities are evaluated, these activities are also controlled if they are in line with the legislation. Inspection is done by a inspection group which composed by at least two inspector. The senior one is the head of the inspection group. Contribution of the improvements of education-training, professional help, guidance and on-the-job-training are also in the scope of the general inspection. It is a must to visit schools, teachers, managers and other personnel at least once a year with the aim of guidance or inspection (MEB Inspection Board 2010a).

School inspection is done according to the "Guidance for the Inspection of High Schools and Other Same Level Schools". Before the general inspection, the previous general inspection report, of the schools which will be inspect,

is examined. Separate meetings are held with the school managers and all branch teachers related to the inspection which will be delivered. In the inspection of a school, education environment, managerial activities, teachers' committees activities, training activities, education activities, studies and activities of teacher, manager and psychological advisor are inspected. After the inspection, an end of the general inspection meeting organised by the group (MEB Inspection Board 2010a).

At the end of the inspection, the findings are evaluated by the group and then the report writing starts. In the reports, if it seems necessary, except "Teacher Inspection" and "Manager and Psychological Advisor Evaluation" parts, at the end of the other parts can be stated -as a paragraph- the reached opinion as (INADEQUATE), (MEDIUM), (GOOD) or (VERY GOOD). In the "General Evaluation" part, the important finding of the group and breakdowns as a result of the legislation and solution suggestions are stated. If there is a need for investigation at the end of the inspection, it is noted. After the inspection, the report is prepared in two copies, one for the Inspection Board and one for the related department (MEB Inspection Board, 2010a).

#### **4. General structure of education inspection system in U.K. (England)**

Office for the Standards in Education – OFSTED, directed by Her Majesty's Chief Inspector, formed by Education Act 1992, is responsible for the inspection of the education institutions for the pupils from age 4 to 19. OFSTED's approaches to the school inspections is developing continuously. According to the Education Act 2005, all state and independent schools must be inspected regularly (Pehlivan, 2007). From September 2005, the new short notice inspection system has been started to exercise. In this system, senior management of each school is stimulated to fill out the Self Evaluation Form, which needs to be aware of their strengths and development areas. Self Evaluation Form serves as the main document for the planning of the inspection and has critical importance for the evaluation of the leadership and managerial quality and to enhance the school capacity. (OFSTED. Forms and Guidances, Schools. 2009).

OFSTED is headed by Her Majesty's Chief Inspector – HMCI. HMCI, who is appointed directly by the government, designates the programme for the school inspections. HMCI can advise to the state secretary in any subject related to the schools or any of the schools in England. Inspections are held by Her Majesty's Inspectors – HMI and by Additional Inspectors – AI.

Her Majesty's Inspectors lead majority of the inspections of secondary schools and some of the primary school inspections. They are responsible for the quality of the inspection reports. The inspection teams are composed by Additional Inspectors who work for companies known as Regional Inspection Service Providers - RISP, which meet the standards specified by OFSTED (OFSTED, The Framework for School Inspection, 2011).

To guarantee the quality and standards of the school by evaluating by outside and independently, to deliver the published reports to families, schools and to wider environment, to inform if the pupils are using their maximum capacity and to inform about the quality of the education are among the main aims of the inspection system (from 2005). Periodical outside inspections are completed with continuous internal evaluations. As a result of this inspection framework and the method of approach, a self evaluation and improvement culture is present (OFSTED. Forms and Guidances, Schools. 2009).

##### **4.1. School inspection**

According to the regulation which is in force related to the Education Act 2005, from September 2009, inspections must be done in five years and the inspection period is at most two days. If HMCI thinks it needs, he can arrange more often inspections (OFSTED, The Framework for School Inspection, 2011).

The schools inform about the planned inspection at most two days before. A password is given to the inspectors to reach the schools' Self-Evaluation Forms – SEF, to have information about pupils, school and the internal evaluation. Inspectors also use online RAISE-Reporting and Analysis for Improvement through School Self-Evaluation to prepare a pre-inspection briefing of the school. A standard letter, written in community languages, is required to inform the families about the inspection according to the Education Act 2005. There is also a questionnaire with the letter to give the chance to the families to write their opinions (OFSTED, The Framework for School Inspection, 2011).

During the inspection, inspectors collect the informations and findings from the first hand, analyse and record their decisions to the standard forms. There are two forms which are used for these purposes. These are Evidence Form and Inspection Judgement Form. For all corporate decisions a grade scale with four grade is used. Grade 1 – Outstanding, Grade 2 – Good, Grade 3 – Satisfactory, Grade 4 - Inadequate (OFSTED, The Framework for School Inspection, 2011).

The report must be published, after it is completed, on the OFSTED's website within three weeks. Regional Inspection Service Provider sends a copy of the report to the authorised person and to the principal on behalf of OFSTED. The management unit must send a copy of the report to all parents and guardians in five working days. Management unit must also provide a copy to anyone from the public who wants one (OFSTED, The Framework for School Inspection, 2011).

40 % of the schools, evaluated "Satisfactory" in the last report, faces observation inspection. (OFSTED. Forms and Guidances, Satisfactory, 2011).

The schools evaluated as "Inadequate" are divided into two categories. Firstly, the ones which have notice-to-improve, have observation inspection within 6-8 months after general inspection. The second is the ones which are under special measures and have observation inspection within 4-6 months after general inspection. Normally, these schools are inspected generally within 24-28 months (OFSTED. Forms and Guidances, special measures, 2011).

## 5. Comparison and Conclusion

1. While in Turkish Republic of Northern Cyprus, inspection of education-training services are done by The National Education Inspection, Evaluation and Guidance Committee, which works under the ministry, in Turkey, this done by Inspection Board which works under ministry and local units. But in England, the inspection of school in a regular cycle is done by OFSTED (Office for the Standards in Education) which is independent from the ministry but responsible to the Minister. Inspections are implemented by Her Majesty's Inspectors –HMI and Additional Inspectors –AI.

2. All three countries have similar aims of education inspection. To determine the quality of the education and if it is implemented according to the main aims, to train the related personnel on-the-work and to guide them are among the main aims. In England's inspection system, The Self Evaluation Form (SEF) is the main component of the inspection system and serves as the main document while planning the inspection. The openness of the inspection and the publication of the inspection reports secure that families and a broader environment have information about the education quality. While in England, the openness is the core of inspection process, in TRNC and Turkey, inspection process is implemented in secrecy.

3. Even there are similarities among the Education Inspection Systems of these three countries; some important differences are also present. There is no legal arrangement regulating the inspection periods in TRNC, while it is once a year in Turkey and in England it is once in five years for the schools reported as outstanding and good while more often for the inadequate ones.

Even there are no legal arrangements in TRNC and Turkey about giving notice to schools before inspection, notice to the school is informed, in Turkey, one week and in England two days before the inspection.

In TRNC and Turkey, while the education-training activities, management activities, the harmony and efficiency of the studies of the teachers and other personnel with the legislation and on-the job training are evaluated, in England, the overall performance of the school is evaluated. Beside this, families are informed about the inspection before it is started and questionnaires are sent to them to give their opinions. The self evaluation of the school is also an important component of the inspection. With Self Evaluation Form, information related to the pupils, school and internal evaluation can be reached.

In all three countries, information meetings are arranged before and after the inspection. But, the results are published in England on the OFSTED's website, while it is not in TRNC and Turkey.

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